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ABSTRACT

The development and initial implementation of the Threshold Program during 1981-82 at Lesley College in Cambridge, Massachusetts, for young learning disabled adults, with IQs 75-95 is described. The goal of planning is explained to be development of a program which promotes independent living skills through a combination of courses fostering vocational, social, academic, and creative growth culminating in attainment of an associate degree. Program conceptualization, including extensive research at the Para-Educator Center, New York University, is discussed. Development of such program components as the curriculum (e.g., field service with young and elderly disabled, life skills classes, and a resource center) are described, as are the schedule (including site arrangements, a support system, and a social program); staffing; and residential planning. Also discussed are recruitment, involving public relations and outreach, admissions planning and criteria development, and staff recruitment. The process of ongoing informed evaluation involving college administrators is noted. It is reported that 300 inquiries were received as a result of outreach activities and that 18 students were accepted for the 1982-83 academic year. An appendix constituting more than half the document includes summaries of planning meetings, staff job descriptions, news releases, and application forms. (MC)

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THRESHOLD FINAL REPORT: 1981-82
(Planning Year of a New Program for Young Adults with Special Needs)

LESLEY COLLEGE GRADUATE SCHOOL

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FOREWARD

It is with pleasure that we organize and present this interim report, a record of Threshold's 1981-1982 planning year. Taking the time and thought to communicate the challenges and accomplishments of the year gives us an opportunity to share with you, and to review for ourselves,what has been achieved.

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THRESHOLD PLANNING YEAR: 1981-1982

(Including Interim and Final Reports)

INTRODUCTION

1981-1982 was an active planning year for the Threshold program at Lesley College. Considerable thought was directed toward conceptualization of a program that would meet a wide range of needs for the young adult with learning disabilities. A varied schedule was developed, with courses addressing a combination of vocational, remedial, social, and independence issues; and with a balance of planned and free time that would allow each student to grow in self reliance within a structured format.

Once the program was conceptualized, efforts were focused on recruitment of students. Public relations strategies were planned and implemented; procedures were developed to facilitate admissions; and policies were established to address financial aid and residential concerns.

The major goal in 1981-1982 was program development and implementation. Progress toward that goal is reported on the following pages in segments addressing: a) program conceptualization; b) program development; c) recruitment; d)ongoing evaluation procedures; and e) an eye toward the future.

I. PROGRAM CONCEPTUALIZATION

The Threshold program is an offshoot of the Para-Educator Center for Young Adults at New York University. It serves the population of high school graduates who often fall between the cracks educationally. These students, with low-average intelligence, generally function too high for traditional sheltered workshops but not high enough for traditional college

courses. Upon high school graduation their employment opportunities are far too often quite limited.

The first half of the 1981-1982 academic year was used to study this group of young adults and to conceptualize a program that would meet a broad range of their needs.

Through the granting of training funds by the Para-Educator Foundation, it was possible to extensively research the existing program model at New York University. Monthly visits to the Para-Educator Center (PEC) were invaluable in development of the Threshold concept, as PEC faculty and staff were most generous and cooperative in their contributions of time and expertise. Each administrator, teacher, tutor, psychologist, Saturday program coordinator, and residence director was interviewed individually to gather details of responsibilities on the job, varied perspectives of students' needs, and suggestions regarding the development of a new program in the Boston area. Observations of numerous aspects of the program (including student orientation sessions, a parent meeting, a meeting with nursery school directors and cooperating teachers, a variety of classes, and several admissions interviews) broadened the base upon which to develop a new program model. Detailed discussions of admissions procedures, examination of several student files, a full explanation of scheduling and field placement concerns, exposure to the various course curricula, and an opportunity to observe public relations work in action at a national convention, all provided an important foundation for Threshold planning. Appendix A presents a summary agenda of the training visits for the year.

Research and planning activities at Lesley College Graduate School paralleled the training at New York University. The Threshold director attended monthly meetings of a local parent planning group and, in addition, held numerous formal and informal discussions with colleagues in Special Education and Psychology to further assess student needs and delineate programmatic concerns. Gradually, a concept emerged from the combined New York and Cambridge efforts. It is described in detail later in this report. Funding for this year of planning was provided by the Pinkerton Foundation, by the National Foundation for Learning Disabilities, by Lesley College Graduate School and by private contributors.

Once the program was conceptualized, it was very valuable to develop a planning timeline (see Appendix B) with a clear sequence of goals and projected dates for their achievement. The first major concern to be addressed was publicly announcing the September 1982 opening of the Threshold program.

An initial announcement letter (Appendix C) was mailed in December 1981 to 3,500 special educators, guidance counselors, special education directors, and other relevant personnel in public and private high school throughout New England. By January, nearly 100 inquiries had been recorded with many quotes from parents and professionals to validate the development of the Threshold concept:

-"This (the announcement) is the best Christmas present our family could have received. There's not a day that's gone by that I haven't worried about what's ahead for our daughter. This sounds like the answer we've been waiting for."

-"You sound right on the mark. You seem to really understand what this student needs. There are so few programs that serve this population at all."

With much to be done and planning deadlines to meet, the program moved into phase II.

II. PROGRAM DEVELOPMENT AND IMPLEMENTATION

The second phase of development encompassed a variety of tasks. During the period between January and May, the curriculum was further detailed; public relations and outreach efforts were intensified; students were admitted; and teaching staff were recruited.

As stated earlier in this report, Threshold was designed to meet a wide variety of needs among a unique group of young adults. The goal of planning was to develop a program which would promote independent living skills through a combination of courses fostering vocational, social, academic, and creative growth. This curriculum is outlined as follows:

A. Curriculum

- A vocational major, the hub of the Threshold program, would offer students training and field opportunity in working with both young children and the elderly and disabled.

After an in-depth field based orientation to both vocations in a career exploration year, students would be helped to choose the one most suitable to their needs and interests as a 2nd year major. They would be placed at carefully screened internship sites with qualified cooperating teachers and work approximately 2½ days per week assisting in most duties related to their chosen field. This hands-on training would be supplemented by an ongoing field placement workshop on campus, meeting twice-weekly, teaching basic theory related to their profession and the many methods and materials necessary to function well on the job.

- A series of core courses would be taught with an eye toward development of practical living skills. They would foster independence by covering such topics as money management, nutrition, basic health maintenance, sex education, parenting, and living in the city. Students would take two core courses per semester, each meeting twice a week for 50 minute classes.

- A resource center would offer students an opportunity to receive individual and small group remediation of basic academic skills such as reading, mathematics, writing and spelling. In addition, necessary diagnostic services would be available through the resource center.

- Because individuals with special needs often experience isolation and low self esteem, a social skills training class and weekly group therapy meeting would give students added tools to improve social interaction and develop more positive self concept. The weekly social skills training class would also help students develop social perception. For example, they would be taught how to discern the appropriate dress for particular restaurants and to estimate money needed to pay for their meals there. They would also be taught to interpret body language and, through lectures and role plays, to deal more effectively with other people, both on the job and off.

- A weekly current issues course would help students develop awareness of both world and community issues through the use of contemporary media such as newspapers, television news and films. Field trips exploring community resources would be included as well.

- A creative arts program would help students broaden their interests and spectrum of leisure-time pursuits beyond the television-watching which so typically dominates their free hours.

- A physical education component would provide an opportunity for students to keep fit and healthy and, again, to broaden their options for leisure pursuits.

- Weekly group talk sessions would be an integral part of the program. Groups of seven to nine Threshold students would meet with a trained therapist to discuss a variety of emotional issues related to their newly developing independence.

- Each student would be assigned a Threshold advisor who would monitor his or her progress in the program and who would generally offer support and guidance. In addition, the student's advisor would supervise him or her at work and would, in most cases, be the teacher of the student's field placement workshop.

B. Schedule

There were numerous concerns to be addressed in regard to the development of a program schedule to accommodate this range of training goals:

1. Planning for Maximum Absorption of New Learning Both in The Classroom and at The Internship Site

   A schedule was developed which would have students on campus Tuesday afternoon, and all day Wednesday and Friday, and at work the remainder of the week (see Appendix D). Mondays were designated as field placement days because it was felt that frequent Monday holidays would seriously disrupt the course schedule on campus; Fridays were designated as classroom days because this last day of the week is so often a slow day in child care and geriatric settings.

This schedule was planned to allow a day between classes for processing presented course content, and two days in a row on the job for continuity of learning in the work world.

2. Ensuring The Ongoing Monitoring and Support of Each Student

The schedule was developed to allow each student to be supervised and advised by his or her field placement workshop instructor. It was felt that this would create greater efficiency in monitoring vocational progress and would give the student one special faculty member with whom to share general programmatic concerns.

The field placement workshop and advising sessions were planned to meet both the students' need for individual time with their advisor/teachers and advisor/teachers' need to be efficient in his or her on-campus hours. A suitable plan was arranged:

The field placement workshop was scheduled to meet twice a week from 11:00 a.m. until noon. Advising time was scheduled immediately after lunch, with advisees meeting individually with their advisors for approximately 40 minutes each. During their non-advising time, students would have the option of going to the Resource Center, studying, or socializing with friends. The teacher/advisor could then be on campus a limited number of hours and could use other work time to supervise students at their field placements.

3. Preparing Students for Independent Life

A comprehensive life skills component was built into the schedule. Through discussion with Para-Educator Center (PEC) faculty and with parents of prospective candidates, it was determined that Threshold students would benefit from a broad range of training in development of practical skills. Scheduled courses would address:

- money management (from counting change to maintaining a budget)
- nutrition (shopping; choosing food and cooking; healthy living)
- health (using over-the-counter remedies; deciding if an illness is serious enough to call a doctor and/or to stay home from work; using a thermometer)
- sex education (addressing both the physical aspects and the emotional issues related to the topic)
- parenting (from making a responsible choice to general issues of parenting)
- survival reading (from understanding signs around town, to reading the newspaper, to reading for pleasure)

- living in the city (from safety tips for walking on city streets and riding public transportation to safety habits in the home)

The life skills classes were scheduled back-to-back early in the two full on-campus days to allow for flexibility in teaching format (e.g. potentially using more than 50 minutes for some classes) and to capitalize on the tendency for most students to concentrate better during morning hours.

4. Fostering Continued Academic Growth

It was planned that the Resource Center would be open to Threshold students six hours each week, during the advising hours, for continued remediation of basic skills. Individual and small group instruction would be provided in reading, math and writing; and each student would be expected to attend for a minimum of two hours per week.

Students interested in pursuing independent study of a particular subject (e.g. weather) would be encouraged and guided by the Resource Center teacher.

5. Creating Opportunities for Social Growth

While the Threshold schedule would be full and demanding, several hours of free time were planned each week to allow students to socialize with one another and/or to explore the Cambridge community. Students would be encouraged to practice the skills learned in their weekly Social Skills Training classes and to become interpersonally active during on-campus leisure time in the Threshold lounge/study area and in the Lesley College library, coffee shop, etc.

Further opportunities for social enrichment would be available through the Current Issues class, a course that would orient the students to current events in the news and to resources in the Cambridge community. To build flexibility into the schedule for field trips to local museums, city hall, etc., the Current Issues course was scheduled last in the day on Friday afternoon.

6. Ensuring Regular Communication Among a Staff of Part-Time Instructors

Time was set aside during the lunch hour of one of the full on-campus days for regular staff meetings. They would be held weekly for the first six weeks and bi-monthly thereafter.

C. Space and Staffing

Next steps in planning called for a determination of Threshold's space requirements on the Lesley Campus (see Appendix E) and the need to draft job descriptions for the instructional staff. Plans were made to hire five part-time instructors who could fill a combination of roles. The goal was to hire enough people to provide variety in instruction, yet not so many as to cause fragmentation in the overall program.

The criteria for hiring instructors was fairly consistent across job responsibilities. In general, teachers were sought who had direct work experience in the particular area of instruction, who had experience working with or teaching older adolescents or young adults, and who had background in Special Education. Job parameters, terms of employment, and criteria for hiring for each specific instructional position are detailed in Appendix F. (As of this writing, June 1982, instructors are being hired for September employment.)

Residential arrangements and financial aid policy for Threshold students were the next elements to be considered.

D. Residence

Threshold was originally conceived as a day program. However, a large number of out-of-state students applied. It became necessary to consider their residential needs. Several factors were taken into account in developing the residential component. They included:

- balancing students' need for increased independence with their need for initial structure and guidance
- balancing the needs of Threshold students with the realities of Lesley College's housing accommodations (limited availability of after-hours supervision by Threshold staff and no accommodations for Threshold male students)

After initial exploration of housing options in the Lesley College area and several in-depth meetings with Lesley College Graduate School administrators, the following potential housing policy evolved:

1. Female Students Desiring Dormitory Housing Would:
   - live in 8-12 available spaces in graduate school housing on the Lesley campus
   - enroll in college food plan (use cafeteria)
   - be supervised by live-in, paid graduate student

2. Male Students Desiring Housing Near Lesley College Would:
   - have the option of utilizing the college food plan
   - be offered a resource (the Threshold life skills teacher) for after-hours supervision. Such arrangements would be privately contracted for.

III. RECRUITMENT

A. Public Relations and Outreach

Public relations efforts accelerated in March when the official program brochure was published (see Appendix G) and mailed to 1,500 students, parents and professionals throughout the East. Several hundred more brochures were distributed by the Director at the Chicago ACLD conference's College Night, at the Massachusetts Conference of Generic Teachers, and at the National meeting of the American Association of Community and Junior Colleges held in St. Louis, Missouri. In addition, letters (see Appendix H) were mailed to local community and junior colleges, further potential sources of referrals.

Throughout the Spring, articles describing the program appeared in numerous periodicals including:

- MACLD Gazette (a local LD newspaper distributed nationally)
- TOGETHER NEWS (a Rehabilitation Counseling newsletter)
- UPDATE (Mass. newsletter on adult education)
- Perspectives (a national LD newsletter)
- HEATH/Closer Look (a newsletter sponsored by the Federal Government on postsecondary opportunities for LD adults)

Several local newspapers carried a release (Appendix I) describing the program and an advertisement appeared in the widely read convention issue (circulation: 30,000) of the Exceptional Parent Magazine (see Appendix J).

B. Student Admissions

Public relations efforts resulted in more than 300 inquiries by phone and by mail to the Threshold office in the six months between January and June 1982. Each individual who contacted the office was placed on the permanent mailing list maintained on the college's word processor (Appendix K). Records indicated that inquiries from referring professionals far outnumbered those from parents and students. The ratio of number of inquiries to number of applications approximated 6:1 (see Appendix L).

By June 15, over thirty applications had been received. They were processed in the following manner.

- Application packets (Appendix M) were mailed to interested students. Candidates for admission were asked to submit an application; 3 letters of recommendation from people who had known and/or worked with them for six months or longer (e.g. a guidance counselor, teacher, therapist, social worker, physician or employer); their high school

records and/or their most current educational evaluation; and results of medical and psychological tests taken within a year of application. Psychological tests required included the WAIS, Bender Gestalt and Thematic Apperception Test.

This application packet was developed to convey a full picture of each student's strengths and weaknesses as an applicant to the program.

- Upon receipt of initial application materials at the Threshold office, two files were established for the applicant. The original application itself was sent to the Graduate School's Admissions Office along with the $35 application fee; a copy of the application and the balance of the packet was retained in the Threshold office.
- A letter was mailed to the student to confirm the arrival of initial application material (Appendix N). The arrival of further materials was recorded in each student's Threshold file (see Appendix O). When the file was nearly complete, appropriate candidates were invited to call for a personal interview (Appendix P).

  Appropriate candidates were young adults who
  - fell in the low average range of intellectual functioning (approximate IQ range of 75-95)
  - appeared to have enough emotional stability and maturity to participate effectively within the program
  - would be able to participate in physical activities related to their vocational training goals.

  Candidates who failed to meet one or more of the above criteria for acceptance were discouraged from completing the application process, generally via phone calls with their parents. Most withdrew their applications; however, three or four opted to come to Lesley for a personal interview despite their slim chance for acceptance into Threshold.
- The interview format is presented in detail in Appendix Q. Typically, the student was seen for approximately one hour. Interviewed by the Director of Threshold and the Program Assistant, he or she was queried about school, work, leisure time pursuits, and general independence issues. Several informal diagnostic exercises were included in the interview format to provide information on the student's reading ability, manual dexterity, ability to give and follow directions, and general poise.

  During the student's interview, parents were asked to wait in a nearby office and fill out a brief questionnaire addressing their son or daughter's abilities and interests (see Appendix R). Following

the student interview, the parents were asked to speak with the Director and Program Assistant to express further concerns and/or to ask questions. During this time, the student waited in a separate room and filled out their own questionnaire (see Appendix S).

Detailed notes were taken to record both segments of the interview. The notes and questionnaires were then included in the student's admissions file.

- Recommendations of acceptance (Appendix T) were sent from the Threshold office to the Director of Graduate Admissions, who then mailed letters of acceptance to the individual candidates (Appendix U). Students were asked to return a confirmation of their plans to enroll (Appendix V) along with $160 deposit within two weeks of receipt of their acceptance letter.
- Students not accepted were notified via personal contact with their parents.
- It was planned that requests for financial assistance would be referred to the college's financial aid office (Appendix W) and processed with similar applications from the undergraduate student body.

Assistance would be available to the students through Basic Educational Opportunity Grants (BEOG) and Guaranteed Student Loans; and through the Massachusetts Rehabilitation Commission; the Veterans Administration and Social Security. In addition, $4,000 was budgeted in 1982-1983 for scholarship aid.

C. Staff Recruitment

Instructors were recruited during May and June by means of an advertisement in the Boston Sunday Globe and through word of mouth that applications were being accepted. More than 125 resumes were received in the Threshold office, and more than 15 applicants were called in for personal interviews for the major instructional positions which included the following combined responsibilities:

1. Coordinator of the Early Childhood Major - teaching field placement workshop, supervising and advising students (approximately 20 hours of work per week)
2. Coordinator of the Elderly/Disabled Major - teaching field placement workshop, supervising and advising students (approximately 20 hours per week)
3. Resource Room, Life Skills (Core Courses), and Current Issues Instructor (approximately 12 hours per week)
4. Creative Arts Instructor (2 hours per week)
5. Physical Education Instructor (1 hour per week)

(At the time of this writing, staff are still being selected. Final hiring decisions will be made by July 1, 1982.)

IV. ONGOING EVALUATION PROCEDURES

While there was no formal evaluation of the Threshold program during this development year, there was a very strong informal process for ongoing assessment of planning progress. The Dean of the Division of Special Education met frequently with the Director for program reports, review of policy and procedural documents; and as a consult on budgetary matters, identification of resources, and problem-solving of selected issues. She also participated in campus-wide meetings relevant to Threshold. The Vice President of the Graduate School and the Assistant Dean of the Graduate School met consistently with the Director of Threshold to discuss policy issues. Developing the program in conformity with policy and practice of Lesley College and the Graduate School was a major area addressed.

The Dean of Special Education, along with the above mentioned involvement in Threshold, participated in at least one student interview and met each final top candidate for instructors' positions.

In addition, informal evaluation of program development was provided in discussions with PEC administrators and staff.

V. AN EYE TOWARD THE FUTURE

Although the official planning year ended on June 30, planning, of course, continued.

- There will be a full day orientation meeting for instructors early in July to discuss students and to establish a carefully structured Fall for the Threshold students.
- Instructors will meet periodically with the Director during the summer to order materials and equipment and to plan curriculum.
- A packet of materials will be sent to students in July, informing them of details of housing, health insurance opportunities, the academic calendar, etc.
- Students will arrive on campus in mid-September. They will be involved in a 2-week intensive orientation program which will familiarize them with program goals and expectations and will introduce the necessary life and work skills to function well in the program, at work, and in the larger community. They will begin their first field placements the first week of October and their second field placements at the beginning of second semester. They

will choose a major at the end of this Career Exploration Year and will concentrate on their chosen field for their entire senior year in Threshold.
- Eighteen students have been accepted for the 1982-1983 academic year. An additional eighteen will be accepted for 1983-1984.

While this report is comprehensive, it is not conclusive. Most of the tasks or issues described are in evolutionary stages. The program will continue to evolve as problems emerge and solutions are found.

Summary of first 7 days of PEC training for Arlyn Roffman:
September -- October, 1981

APPENDIX A

Visit #1

A series of planning meetings with Dr. Kranes, Louise Brown, Mimi Lawin and Ella Berman

Observations: freshman orientation meeting
all student meeting

Interviews: Louise Brown, regarding criteria and process of hiring tutors

Visit #2

Observations: Child study class (opening session)
Art class (opening session)

Interviews: Louise Brown, regarding
- tutoring details: scheduling, teaching format, and materials used
- establishing work sites: criteria for choosing cooperating teachers; financial arrangements
- site placements and supervision
- record keeping
- discussion of my revisions of "Cooperating Teacher Questionaire"

Mimi Lawir, regarding admissions process

Tutors, regarding details of tutoring and supervision formats; also to discuss any present problem and recommend solutions for Cambridge program; met with
- Cynthia Bonnes
- Ann Wright
- Rachel Vielwahr

Visit #3

Observations: Environmental studies class
Art class
Annual meeting with nursery school directors and cooperating teachers

Interviews: A student, regarding the PEC experience and job possibilities in the Boston area

Tutors/supervisors
- Nancy Treiger
- Esther Conrad

Movement teacher, Katherine Schwyzer, regarding the curriculum of that course

Learning Center teacher, Ronnie Messer, regarding the remedial program at PEC

Mimi Lawin, regarding
- admissions procedures
- public relations at local and national conferences

Director of nursery school at Educational Alliance, one of the PEC training sites, regarding employment of PEC students

Judith Kranes, regarding general programmatic concerns

Summary of Second 7 Days of PEC Training for Arlyn Roffman
November 1981 - February 1982

Visit # 4

Interviews:
- Miss Pierce from the Parkway Residence regarding details of the residential arrangements for PEC students, including
  - available facilities
  - costs
  - problems
- Mimi Lawin, regarding the Parkway residence and related problems
- Nutrition/handcrafts teacher, Esther Conrad, regarding the curriculum of those courses

Observation: Annual meeting with parents of PEC students

Visit # 5

Interviews:
- Ellen Schleicher, regarding the art curriculum
- Ann Wright, regarding the science curriculum
- Mimi Lawin, regarding admissions procedures and general information
- Judith Kranes, regarding general policies and information

Visit # 6

Observation: Staff meeting with psychologist Susan Frame who conducts group talk sessions with PEC students

Interviews:
- Mimi Lawin regarding
  -admissions policy for PEC
  -planning admissions procedures for Threshold
  -planning public relations for Threshold
- Louise Brown, regarding
  -update on Threshold plans
- Ellan Berman, regarding
  -update on Threshold plans
  -financial aid considerations
  budgetary concerns
- Telephone interviews with several day care directors re: their experience of hiring PEC interns
- Joan Colello, regarding
  -update on Threshold plans
- Woodwork teacher, Mike Mahoney, regarding the curriculum of that course
- Judith Kranes, regarding general programmatic concerns

Visit # 7

Observations:
- Child Study class
- 3 Admissions interviews; with student separately, with parents separately

Interview:
- In-depth interview with Mimi Lawin regarding the interviews observed

Further Visits - March through May

Visit #8 (Chicago)

Attendance of National ACLD Conference in Chicago with Mimi:
- Observation of exhibitors' booth activities
  - questions posed
  - materials displayed
- Attendance of sessions relating to the goals of Threshold
- Informal networking with other professionals serving adults with learning disabilities

Presentation (N.Y.):
- Presentation of Threshold program format to PEC staff at monthly staff meeting.

Visit #9

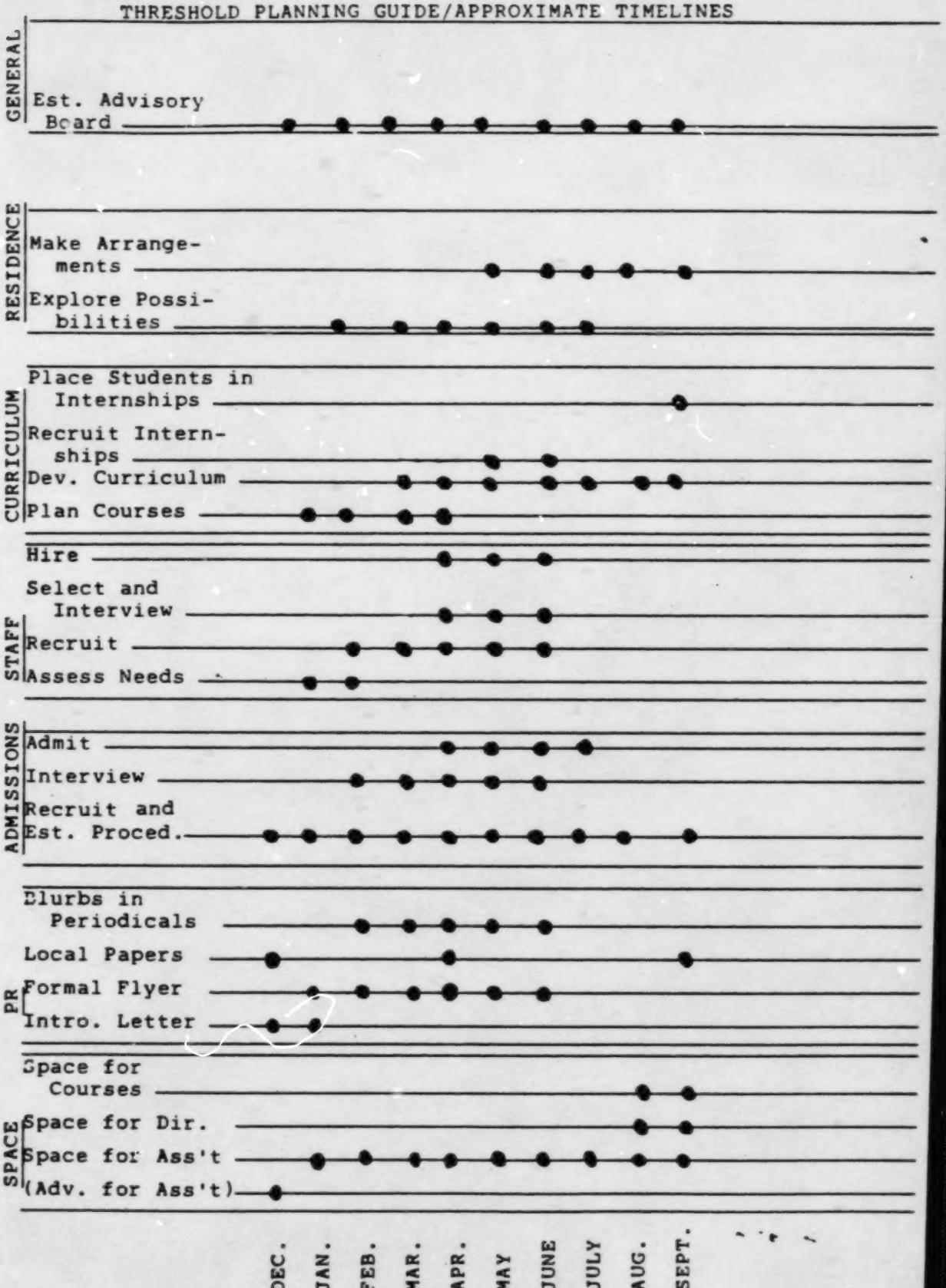
Interviews:
- Mimi Lawin, regarding admissions
  - review of Threshold's admissions procedures; review of several PEC admissions files and discussion of the cases of numerous students who have been admitted despite problems
- Judith Kranes, regarding general programmatic concerns
- Lynn Atlas-Whittkin, regarding individual psychotherapy concerns
- Susan Frame, regarding group therapy concerns
- Charles Evans, regarding Saturday program -- its purpose and structure.

Observation:
- Saturday program.

Visit #10
- Attendance at PEC Graduation

APPENDIX B

THRESHOLD PLANNING GUIDE/APPROXIMATE TIMELINES



The Graduate School
Special Education Division

LESLEY COLLEGE

THRESHOLD

The Special Education Division at Lesley College Graduate School is extremely pleased to announce the opening of THRESHOLD, a special program for young adults with learning disabilities. This two-year Associate's degree-level program, based on Lesley's main campus in Cambridge, MA, will admit 15 students for September, 1982 and an additional 15 for September, 1983.

Appropriate candidates will be high school graduates who demonstrate a strong motivation to continue learning and to train for paraprofessional employment in the helping professions. They will be young adults:

- who are in the low-average range of intellectual functioning
- whose learning problems have impeded the development of vocational and independent living skills
- who appear to have enough emotional stability and maturity to participate effectively within the program
- who are able to participate in physical activities related to their vocational training goals
- whose parents are in agreement with the philosophy of the program and will cooperate to foster achievement of its goals.

THRESHOLD will help each student achieve his or her potential in academic vocational, social, and creative areas through a series of core courses which will also foster independent living. In addition, through intensive classroom training and professional internships, each student will "major" in a vocation. When the program achieves its full operation in September, 1984, vocational majors will include

- early childhood aides (in nursery schools, day care, or hospitals)
- geriatric aides (in nursing homes, hospitals, rehabilitation centers)
- aides to the handicapped (for wheelchair-bound people who need personal care attendants)
- homemaker services (aides to homebound people).

Tuition is anticipated to be $5,500 for the 1982-83 academic year. While every effort is being made to ensure the availability of scholarship funds, students and their families should expect to seek financial aid through their personal banks for at least the first year of program operation.

Finally, while this will be a day program, an off-campus residence will be available for out-of-town students who wish to make private arrangements for living within easy commuting distance.

We would greatly appreciate your help in spreading the word that there is an option for this particular group of people. Full details regarding the program will be available next year. If you wish to be placed on our permanent mailing list, please write to Dr. Arlyn Roffman at the address below.

Dr. Arlyn Roffman
Lesley College Graduate School
29 Everett Street
Cambridge, MA 02238

29 Everett Street Cambridge, MA 02238 (617) 868-9600

TENTATIVE PLANS FOR WEEKLY SCHEDULE

	Mon.	Tues.	Wednes.	Thurs.	Fri.
a.m.	Internship all day	Internship	9-9:50 & 10-10:50 Core Courses 11-12 Internship Workshop	Internship all day	9-9:50 & 10-10:50 Core Courses 11-12 Internship Workshop
p.m.			12:15-1:30 Staff Meeting		
		1:30-3 Arts	2-4 Advising/Resource Room		1-3 Advising/Resource Room
		3-5 Talk Session/ Resource Room	4-5 Social Skills		3-5 Social Issues
			5-5:45 Phys. Ed.		

-v(a)-

APPENDIX D

APPENDIX E

THRESHOLD - Space Requirements Requested for Summer 1982

Anticipated Number of Students: September 1982 - 15-20
September 1983 - 30-40

Required Rooms:

- Director's office with large storage closet and enough room to conduct admissions interviews.

- Associate's office to hold grad assistant or secretary as well.

- Resource center with tables and individual carrels to serve as curriculum library and study center for students. If absolutely necessary, one classroom could double as a resource center for the first year.

- One or two offices with 4 to 6 faculty cubicles (partitioned with room dividers) to accommodate advising/tutorial sessions. (Not all faculty will be present at the same time, so these cubicles should accommodate "floating" staff.)

- Two classrooms, each to hold up to 15 students and one instructor. Each classroom will require shelving and closet space for storage of materials and equipment.

- One large student lounge. This will serve as a meeting area for some lifeskills training sessions and will be an area where further social development will be fostered. The lounge will not only provide an area for positive social interaction, but will also facilitate development of a sense of campus and program affiliation. The room will be furnished with comfortable seating, coffee, magazines, etc. The program's kitchen can be in the lounge area, if necessary. (Otherwise an additional kitchen area will be required as well.) The lounge will double as a classroom and conference room when appropriate.

It is understood that THRESHOLD students, as students of Lesley College will have access to regular campus sites, e.g. Gymnasium, Cafeteria, Charlie's Bookstore, undergraduate art rooms, Library and Kresge Center, Auditorium.

JOB DESCRIPTIONS

1. INTERNSHIP WORKSHOP INSTRUCTOR (S)

Job Parameters
- development of vocationally oriented curriculum -- 2½ hours per week for 30 weeks
- direct instruction of above curriculum
- support beyond class time as needed for individual students
- regular attendance at staff meetings approximately 2 times per month.
- regular attendance at supervision meetings with program director
- evaluation of student progress in written Semester Reports
- ongoing communication with site supervisors and THRESHOLD advisors regarding student performance on the job.

Terms of Employment
- 10 months, part-time, $1,000 per semester

Criteria for Hiring
- academic background: Masters Degree or equivalent in Special Education
- work experience: direct work in the internship specialty area; instruction or other work experience with adolescents and/or young adults

2. ADVISOR/SUPERVISOR(S)

Job Parameters
- on-site supervision, at least monthly, of individual THRESHOLD students
- weekly meetings (40 minutes) with each advisee at Lesley
  - to review goings-on at internship site
  - to read and discuss internship log, making mechanical corrections as necessary
  - to review overall progress in THRESHOLD program, provide primary support and, if necessary, act as his or her advocate
- regular attendance at staff meetings, approximately 2 times per month
- regular attendance at supervision meetings with program director
- evaluation of student progress in written Semester Reports
- ongoing communication with site supervisors and internship workshop instructors regarding student performance on the job

Terms of Employment
- 10 months, part-time, $800/student

Criteria for Hiring
- academic background: Masters Degree or equivalent study in Special Education
- work experience: direct work in the internship specialty area; teaching or other work experience with adolescents and/or young adults

(con'd)

3. CORE COURSE INSTRUCTORS

Job Parameters
- development of life skills oriented curriculum -- 2 hours per week per semester
- direct instruction of above curriculum
- modification of above curriculum, as needed, to address needs of individual students
- support beyond class time, as needed, for individual students
- regular attendance at staff meetings approximately 2 times per month
- regular attendance of supervision meetings with program director
- evaluation of student progress in written Semester Reports

Terms of Employment
- part-time, by semester, $800 per course

Criteria for Hiring
- academic background: teaching certification and/or extensive coursework in special/vocational education
- work experience: teaching or other work experience with adolescents and/or young adults; teaching experience in life skills curricula

4. SOCIAL ISSUES INSTRUCTOR

Job Parameters
- development of curriculum to foster understanding of social issues and use of social milieu: Politics, the arts, sociology, etc., to be taught largely through current literature (i.e., newspapers, periodicals, etc.) and trips, when possible.
- communication with other teachers regarding the needs of individual THRESHOLD students, when possible
- occasional attendance at staff meetings
- evaluation of student progress in written Semester Reports
- regular attendance at supervision meetings with program director

Terms of Employment
- 10 months, 1-2 hours per week, $1,500 per year

Criteria for Hiring
- academic background: formal study in Special Education
- work experience: 2 years of work with older adolescents or young adults

(con'd)

5. RESOURCE ROOM COORDINATOR

Job Parameters
- development of a Resource Room program to meet the remedial needs of THRESHOLD students
- direct service to THRESHOLD students -- 5 hours per week
- supervision of volunteer tutors (Lesley grad. and undergrad. students) within the Resource Room
- communication with other teachers regarding the remedial needs of individual THRESHOLD students
- regular attendance at staff meetings, approximately 2 times per month
- regular attendance at supervision meetings with program director
- evaluation of student progress in written Semester Reports
- diagnosis of students' remedial needs through formal and informal evaluations, as necessary

Terms of Employment
- 6 hours per week for 30 weeks at $12.50 per hour

Criteria for Hiring
- academic background: Masters Degree or equivalent study in Special Education with emphasis on adolescent remediation
- work experience: minimum of 2 years' experience as a Resource Room teacher in a secondary setting; some exposure to life skills training curricula and materials

6. CREATIVE ARTS INSTRUCTOR

Job Parameters
- development of creative arts curriculum to teach THRESHOLD students a variety of creative leisure time pursuits
- direct service to students - 2 hours per week
- occasional attendance at staff meetings
- attendance at regular supervision meetings with program director

Terms of Employment
2 hours per week at $800 per semester

Criteria for Hiring
- academic background: some formal training in education
- life experience: experience in at least 2 arts areas; work experience in arts education

7. PHYSICAL EDUCATION INSTRUCTOR

Job Parameters
- development of physical education course to provide students with a variety of movement and exercise options as leisure time pursuits
- direct service to students -- 1 hour per week
- occasional attendance at staff meetings
- attendance at regular supervision meetings with program director

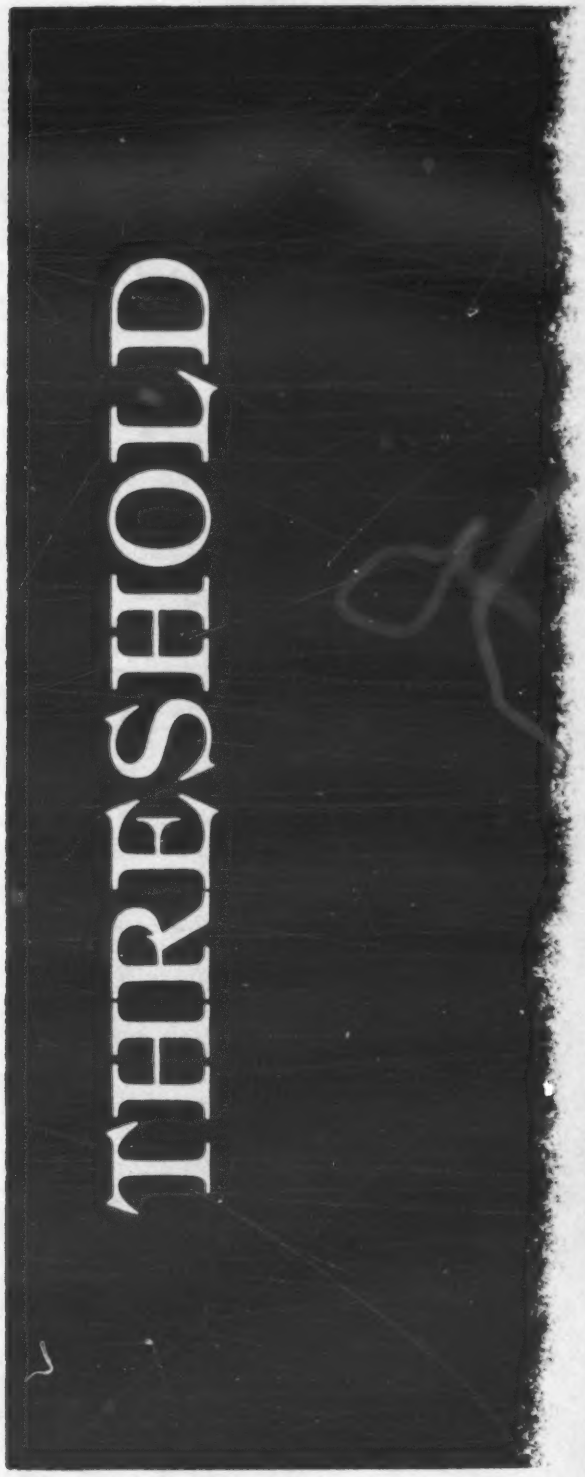
(con'd)

Terms of Employment
- one hour per week for 30 weeks at $1,000 per year

Criteria for Hiring
- academic background: some formal training in adaptive physical education
- work experience: one year of teaching

-x-

APPENDIX G



To The Student

- Did you have trouble keeping up with your high school class?
- Do you wish you could go to college but think the work would be too hard for you?
- Would you like to have a job helping others?

If you have answered Yes to these questions, you will want to find out more about THRESHOLD, a new, special, two-year program at Lesley College.

Learning to help others in the THRESHOLD program

- You can learn how to work with young children as an aide (helper) in nursery schools, day care centers, or hospitals.
- You can learn how to work as an aide with elderly people in nursing homes, hospitals, or rehabilitation centers.
- You can learn to aid handicapped people who need to use a wheelchair.
- You can learn how to help people who cannot leave their homes because they are in poor health.

You will have a chance to learn on the job in one of the above areas. Classes at THRESHOLD will teach you how to work well in whichever area you choose, and you will be helped by both an at-work supervisor and a THRESHOLD advisor to do the best job you can. After you graduate, we will help you find and keep a job in your chosen area.

Learning to help yourself in the THRESHOLD program

As a student who is part of THRESHOLD, you will work toward having as full and independent a life as possible. Some courses develop skills you will need to live on your own. Other courses develop abilities you will enjoy in your free time. At THRESHOLD you will learn a great deal about yourself.

For more information

If you would like to find out more about THRESHOLD, share the section in this flyer called "To the Student's Parents" with your parent or guardian. Then fill out the attached card and mail it to us.

To The Student's Parents

The THRESHOLD program at Lesley College offers a unique secondary opportunity for young adults with learning disabilities. This two-year college experience, located on Lesley's main campus in Cambridge, Massachusetts, is designed to help each student achieve his or her potential through a combination of academic, vocational, social, and creative courses.

THRESHOLD'S Student Population

Your son or daughter may be an appropriate candidate for enrollment in THRESHOLD if he or she is a high school graduate who demonstrates a strong motivation to continue learning and to train for paraprofessional employment in the helping professions.

Candidates should be young adults:

- who are in the low average range of intellectual functioning
- whose learning problems have impeded the development of vocational and independent living skills
- who appear to have enough emotional stability and maturity to participate effectively within the program
- who are able to participate in physical activities related to their vocational training goals

In addition, it is very important that the candidate's parents support the philosophy and goals of the THRESHOLD program.

Goals Of The Program

THRESHOLD has been designed to meet the needs of a population that has been largely unserved in our culture. Sadly, the educational options after high school graduation have traditionally been very limited for young adults with special needs. THRESHOLD aims to provide a basic college experience which encourages success. Through a comprehensive life-skills curriculum, fostering vocational readiness and social effectiveness, students will emerge better prepared for independent living.

Educational Structure

THRESHOLD offers a rich and varied learning experience to its students:

- **A series of core courses** includes English, Consumer Math, Social Issues, and Science Studies. These emphasize the development of basic life skills.
- **A resource center** offers diagnostic and remedial services as necessary.
- **A weekly social skills training class** helps students understand social issues and deal more effectively with people.
- **Arts mini-courses** encourage the development of leisure-time interests.
- **An exercise program** helps keep students fit and healthy.
- **A vocational major,** the hub of the THRESHOLD program, offers students training and fieldwork opportunity in one of the helping professions.

After an in-depth orientation to the four vocational majors offered (see student section for listing), students are helped to choose the one most suitable to their needs and interests. They are placed at carefully screened internship sites with excellent cooperating teachers and work 20 hours per week assisting in most duties related to their chosen field.

Through their weekly internship seminar, students learn basic theory related to their profession and are exposed to the many methods and materials necessary to function well on the job.

- **A THRESHOLD advisor** is assigned to each incoming freshman. The advisor monitors the student's performance and generally offers support and guidance. In addition, he or she frequently visits the student at work and confers with other THRESHOLD faculty members for academic progress reports.
- **Weekly group talk sessions** are an integral part of the program. Some students may also receive additional outside supportive psychotherapy.
- **A placement and follow-up service** is anticipated for our graduates. We are committed to helping students find and maintain employment in their chosen vocations.

Residential Arrangements

While THRESHOLD is a day program, off-campus housing will be available for out-of-town students who wish to make private arrangements for living within easy commuting distance.

Admissions Procedures

Students who wish to apply for admission to THRESHOLD should send for an admissions packet. Upon receipt of the application; high school records; results of recent educational, medical, and psychological tests; and three letters of reference, a personal interview will be arranged.

Tuition

Tuition will be $5,500 for the 1982-83 academic year. While every effort is being made to ensure the availability of scholarship funds, students and their families should plan to seek financial aid through their personal banks.

For further information

For further information, write to:
Dr. Arlyn Roffman, Director
THRESHOLD
Lesley College, 29 Everett Street, Cambridge, MA 02238 or call (617) 868-9600.

Lesley College Graduate School admits students of any race, creed, age, sex, color, handicap, and national or ethnic origin.

LESLEY COLLEGE

THRESHOLD

The Special Education Division at Lesley College Graduate School is extremely pleased to announce the opening of Threshold, a special program for young adults with learning disabilities. This two-year program, based on Lesley's main campus in Cambridge, MA, will admit 15 students for September, 1982 and an additional 15 for September, 1983.

Appropriate candidates are high school graduates, in the low average range of intellectual functioning, who wish to continue learning but who are not academically qualified to succeed in traditional junior or community college settings. The enclosed brochure describes the program and provides guidelines for admissions.

Students who would be strong candidates for Threshold may well be applying to attend your college. We are writing to inform you that there is an alternative for students who do not meet your academic criteria for admissions or who, once admitted, have difficulty keeping up with class work. You may wish to refer such students to this program.

Please feel free to contact us if you have any questions regarding Threshold or any potential candidates you might wish to discuss.

Sincerely,

Arlyn Roffman, Ph.D.
Director
THRESHOLD

AR/js
Enc.

29 Everett Street Cambridge, MA 02238 (617) 868-9600

APPENDIX I

News from LESLEY COLLEGE

Release: Immediately

Contact: Katrina Kruse

For Immediate Release!

NEW THRESHOLD FOR YOUNG LEARNING-DISABLED ADULTS

Cambridge, MA....May 12, 1982....Coming this fall, Lesley College campus life and a taste of the local community will begin for fifteen students who will be entering "THRESHOLD", a new two-year college experience for young adults with learning disabilities.

The Program, sponsored by Lesley College Graduate School, is designed to broaden options for individuals in their late teens to mid-twenties, who often fall between the cracks educationally. While the traditional sheltered workshop is far too limited for these students, traditional college courses are generally too demanding. Lesley THRESHOLD students will be stable high school graduates whose learning problems have impeded the development of vocational and independent living skills.

THRESHOLD's goal is to advance its participants into independent living. Courses will foster vocational, academic, social and creative growth.

The vocational component of the Program will train students as aides to either the elderly, and/or disabled or to young children. They will intern several days per week at appropriate work placements in nearby communities, under the supervision of both an on-site staff member and a THRESHOLD advisor. This "hands-on" training will be

--more--

Office of Public Relations 29 Everett Street, Cambridge MA 02238 (617) 868-9600

supplemented by an ongoing internship workshop on campus.

Core courses will be taught with an eye toward practical living skills, with science incorporating such topics as nutrition, health maintenance and sex education; math, money management and consumer skills; and English, survival vocabulary and log writing. Remediation in basic skills will also be available in THRESHOLD's Resource Center. Because individuals with special needs often experience isolation and low self esteem, a social skills training class and weekly group meeting will help give students added tools to improve social interaction.

Students will be encouraged to participate in college life at Lesley and the surrounding community. While creative arts courses and physical education classes will be part of the Program on campus, students will also be encouraged to register for classes at Adult Education Centers and YMCA's/YWCA's or other local facilities. On-site seminars at area agencies, museums, and City Hall will be incorporated into a Social Issues class exploring current events, e.g., a discussion of current elections might lead to voter registration; a critique of a play, to attendance at a theatre.

While some limited housing is available on campus, supplementary off-campus housing is being sought in private homes for several students. If you are interested in renting a room in your home to one or more THRESHOLD students next fall, or if you would like to find out more about the Program, please contact THRESHOLD Director Dr. Arlyn Roffman, Lesley College, 29 Everett Street, Cambridge, MA 02238, or call Lesley College, 868-9600.

Apr. 1, 1982

never mind John. The kids in the neighborhood are now ganging up on John and all that would happen in the junior high school would be more kids who would do that. Nobody really wants their kid in the junior high school. Fighting is going on all the time. There's drinking at the junior high school dances. There is drug dealing as far as we can make out."

John, a sturdy 12-year-old, came bounding into the room. "Where do you want me to sit down? How many other boys and girls do you see? My mother told me I could say anything I wanted here.

"What I don't understand is how I can concentrate and work so hard at gymnastics but can't seem to concentrate when I'm at school or when I'm at home trying to read. My mind wanders all the time. I know my mother is bugged about the trouble I've had in school.

"When anything goes wrong, everybody blames me—the teachers, the kids, everybody. It isn't always my fault. Sometimes I can't stop myself from getting into trouble. I go to school each day and I tell myself that I'm just not going to let myself get upset today. And usually I'm okay until the end of the morning and then something happens. Somebody will start to tease me and then I'll start to defend myself."

Summary and Conclusions

The Streets disagreed about junor high school selection for their 12-year-old son, John. John's achievement in school did not reflect his general intelligence. His behavior, both at school and in his neighborhood, caused considerable difficulty. Mr. Street believed that his son needed more structure and discipline than either the public school or his wife had been providing. He also believed the general atmosphere and behavior of students at the junior high school would intensify his son's problems.

John wanted to continue at the public junior high school despite his difficulty with other students. He had some awareness of what contributed to his difficulties but couldn't control himself no matter how hard he tried. He was reluctant to give up the friends he had, no matter what the difficulty, in exchange for the problems of meeting youngsters in a new environment.

Mrs. Street felt her son should have some role in making a decision about his own life. She believed that John's behavior was a cry for attention. Although she had generally conceded to her husband's wishes in all family matters, she felt she had to take a stand on John's behalf before it was too late.

Grade school children are constantly challenged by a continuous need for new mastery. First, they must learn

THRESHOLD

An Alternative College Experience For Learning Disabled Young Adults

Located on the campus of Lesley College in Cambridge, MA, the THRESHOLD program offers its students a unique opportunity to achieve their potential vocationally and socially.

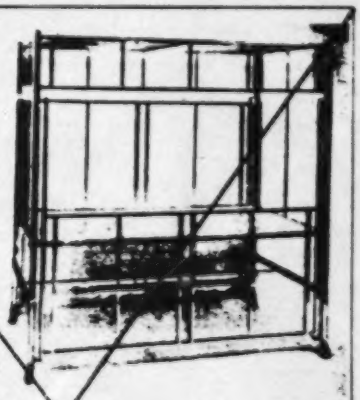
THRESHOLD, a two year experience for high school graduates, provides a vocational major as a helping professions' aide, along with basic life skills courses, social skills classes, mini-arts courses and an exercise program.

Candidates should be young adults who are in the low average range of intellectual functioning. Students should have enough emotional maturity and physical health to be able to participate effectively in the program.

Inquiries to: Dr. Arlyn Roffman, Director, THRESHOLD, Lesley College, 29 Everett Street, Cambridge, MA 02238. Phone: 617/868-9600.

ENCLOSED CRIBS

A SAFE ENVIRONMENT FOR CHILDREN WITH SPECIAL NEEDS



- Panels are shatterproof clear plastic allowing small children to be seen at all times.
- Sides easily raised or lowered with one hand.
- All structural parts are welded and chrome plated steel.
- Openings at center and ends allow for adequate ventilation.
- Solid pan mattress support.
- Five sizes available from 28" x 42" to 36" x 72".

Write for full information.

MAJOR LAB MANUFACTURERS

4408 N. Sewell / Oklahoma City, Okla. 73118
Phone: (405) 524-2281

APPENDIX K

THRESHOLD

LESLEY COLLEGE

TO: Sally Lenhardt

FROM: Janet Senzer

DATE: April 1, 1982

Enclosed are names to be added to Threshold Inquiry List/THRE (code: ti). Names to be deleted are also included on a separate sheet.

Thanks for your help in processing the Threshold lists. If there is any way we can make additions or deletions easier for your office (i.e. typing the informatic rather than handwriting it, etc.), just let us know.

Janet Senzer

29 Everett Street Cambridge, MA 02238 (617) 868-9600

THRESHOLD

LESLEY COLLEGE

TO: Arlyn Roffman

FROM: Janet Senzer

DATE: May 3, 1982

RE: Threshold Inquiry and Follow-Up Tally - January 1982 Through April 1982

==========

The attached tally sheet contains Threshold inquiry/follow-up information for January through April 1982.

You might want to keep the following in mind when looking at the data:

1. Application packets were not sent out until the end of February. The high number of March applications received reflects inquiries from January and February 1982, along with inquiries from late 1981 that are not recorded on the sheet.
2. If an inquiry was made by the same party, both by phone and mail, it is only recorded in the "By Phone" column. There still may be a bit of accidential duplication. (Phone records and mail records were kept separately and I may not have caught all the instances of double contact.)
3. The total number of applications is not exactly the same as the total number of current active applications. (Two students who applied have since chosen other programs and one student has applied for the fall of 1983.)

The tally sheet seems to reveal the following:

1. The ratio of number of inquiries to number of applications over the past four months was roughly 6:1. (For every 6 inquiries there was approximately 1 applicant.)
2. Many more inquiries were made by phone than by mail. (The instances where I recorded contact by both phone and mail as phone contact would account for perhaps a difference of 10. The difference on the 4 month tally total is over 50.

3. More professionals inquire about Threshold than parents and students

(con'd)

29 Everett Street Cambridge, MA 02238 (617) 868-9600

While gathering the data, I noticed that professionals tend to communicate by mail far more than families or students. Inquiries by families are more likely to be made by telephone.

If you think the attached form is useful, I'll type a blank one, xerox it and keep the same records on a daily basis.

Enc.

cc: Dick Wylie
Peg Pyne
Sally Lenhardt

APPENDIX L (con'd)

THRESHOLD INQUIRY AND FOLLOW-UP TALLY

	# of Inquiries	By Parent or Student	By Professional	By Phone	By Mail	# of Applications
Jan.						
Total	56	28	28	34	22	
Feb.						
Total	35	16	19	25	10	
Mar.						
Total	46	16	30	38	8	22
Apr.						
Total	35	13	22	18	17	7
Total Jan.-Apr.	172	~~73~~	99	115	57	29

41

LESLEY COLLEGE

THRESHOLD

Dear _____,

Thank you for your interest in THRESHOLD. Enclosed are the application materials you requested. Please feel free to contact us with any questions you might have about the program or the application procedure.

Sincerely,

Arlyn Roffman, Ph.D.
Director
THRESHOLD

Enc.

-xx-

29 Everett Street Cambridge, MA 02238 (617) 868-9600

THRESHOLD

Lesley College 29 Everett Street Cambridge, MA 02238

APPLICATION

Note: A nonrefundable $35 fee for processing of the application is required with this form.

Directions: Please fill out all items on this application. You may attach pages if additional writing space is needed. Your answers will help us determine the candidate's suitability for the THRESHOLD program and will help us better serve your son or daughter if he or she is accepted for admission.

Applicant's name_____Sex_____Date of Birth_____

Social Security Number_____

Schools attended, dates attended_____

Has the applicant received a high school diploma?_____If not, please explain._____

Applicant's Family

Father's name_____ Mother's name_____

Address_____ Address_____

_____ _____

Phone #_____ Phone #_____

Nature of employment_____ Nature of employment_____

_____ _____

Place of employment_____ Place of employment_____

_____ _____

Business address_____ Business address_____

_____ _____

Business phone_____ Business phone_____

To which phone number should calls of a confidential nature be made?

_____

Where should mail of a confidential nature be sent?_____

_____

Please list names and ages of all siblings. (Note here any relevant comments about brothers and sisters.)

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

Applicant's Health History

Please note any major illnesses and when they were contracted.

_____

_____

Is the applicant physically handicapped in any way?_____

Please describe._____

_____

_____

List all present medication and daily dosages._____

_____

List all past medication and period(s) used._____

_____

_____

Has the applicant ever had a seizure?_____When?_____

_____

What is the medical evidence of his or her learning disability?

_____

Is he or she now in therapy?_____Has he or she been in the past?_____When?_____For how long?_____

With whom?_____What kind of therapy?_____

Will a new therapist be sought in this area if he or she is accepted in this program?_____

Has the applicant ever required hospitalization for psychological reasons?_____If so, please describe_____

_____

_____

_____

Applicant's Psychosocial Status

How would you describe the applicant's general maturity?_____

_____

_____

Has he or she ever held a paying job?_____Where?_____

_____When?_____For how long?_____

Reason for termination of employment_____

_____

Has he or she ever lived away from home?_____When?_____

Where?_____With whom?_____

Further Information

Would the applicant be commuting from home while enrolled in THRESHOLD?

_____

Are you looking for housing possibilities near Lesley for him or her?

_____

How would you describe the applicant's main strengths?_____

_____

_____

_____

_____

How would you describe his or her main difficulties?_____

_____

_____

_____

_____

Further Information (con'd)

Why is the applicant interested in THRESHOLD?_____

_____

_____

Why are you interested in the THRESHOLD program for the applicant?

_____

_____

Note: This form is one of several which will comprise your son or daughter's admission file. Please be sure the following additional items are sent in so that the admissions process may proceed smoothly.

a) The enclosed 3 letters of reference from people who have known and/or worked with your son or daughter for six months or longer. Possible reference writers might include a guidance counselor, teacher, psychotherapist, social worker, physician, or employer.

1) Name_____Title_____

Address_____

2) Name_____Title_____

Address_____

3) Name_____Title_____

Address_____

b) High school records and/or most current educational evaluation

c) Results of medical and psychological tests that have been taken within a year of application. Psychological tests required are the WAIS, Bender and TAT.

Signatures

Mother_____Date_____

Father_____Date_____

Applicant_____Date_____

THRESHOLD

Lesley College 29 Everett Street Cambridge, MA 02238

RECOMMENDATION

_____

_____

_____ has applied for admission to the THRESHOLD Program, a new, two year college experience for young adults with learning disabilities. The program is designed to help each student achieve his or her potential through a combination of academic, vocational, social, and creative courses. The vocational component, the hub of the program, will train THRESHOLD participants as aides in one of the helping professions.

Appropriate candidates should be young adults who are in the low average range of intellectual functioning and whose learning problems have impeded the development of their vocational and independent living skills. THRESHOLD candidates should also appear to have enough emotional stability and maturity to be able to participate effectively in the program. They should be able to engage in physical activities related to their vocational training goals.

With the above information in mind, please answer the following questions to the best of your ability. Use the reverse sides if more writing space is needed. Kindly mail the completed form to:

Dr. Arlyn Roffman, Director
THRESHOLD
Lesley College
29 Everett Street
Cambridge, MA 02238

Thank you.

_____

_____

1. In your opinion, what is the student's ability to adapt in a postsecondary program?

1	2	3	4	5
Very poor	Low	Average	High	Outstanding

Please comment on this candidate's suitability for this particular program:

_____

_____

_____

_____

2. Please rate this applicant's ability to relate to:

young children	1	2	3
supervisory adults (persons in authority)	1	2	3
peers	1	2	3
elderly and/or disabled people	1	2	3

1. Likely to have considerable difficulty
2. Might have some difficulty
3. Likely to have little or no difficulty

Comments: _____

_____

_____

_____

3. Assuming that THRESHOLD meets this candidate's needs, will he or she exhibit a level of commitment that will allow him or her to complete this 2 year program?

1	2	3
Unlikely	Probably	Highly likely

Please describe potential problems you can anticipate: _____

_____

_____

_____

4. Are there any physical limitations that would prevent this candidate from being involved in physical activities related to work or leisure time pursuits?

1. Yes

2. No

Comments: _____

_____

_____

_____

5. Are the parents of this candidate likely to support the philosophy and goals of the THRESHOLD program?

1	2	3
Unlikely	Probably	Highly likely

6. Further comments: _____

_____

_____

_____

_____

_____

_____

Please complete the following:

Your name and professional title _____

Your relationship to the applicant _____

Length of relationship _____

Signature _____

Date _____

MEDICAL EXAMINATION - PHYSICIAN'S REPORT

To Be mailed directly to: Dr. Arlyn Roffman, Dir., THRESHOLD
Lesley College
29 Everett Street
Cambridge, MA 02238

Date of Examination _____

Name of Student _____ Birthdate _____

Home Address _____ Zip _____

HISTORY OF ILLNESSES: (Please indicate dates)

ASTHMA		SORE THROAT		SCARLET FEVER	
BRONCHITIS		GERMAN MEASLES		SERIOUS INJURIES	
CHICKEN POX		HAY FEVER		SINUS TROUBLE	
DIABETES		HEART DISEASE		TUBERCULOSIS	
DIPTHERIA		MUMPS		WHOOPING COUGH	
EAR CONDITIONS		PNEUMONIA		MONONUCLEOSIS	
EPILEPSY		POLIOMYELITIS		SEIZURES	
FREQUENT COLDS		RHEUMATIC FEVER		NERVOUS BREAKDOWN	

OTHER: _____

DATE OF LAST IMMUNIZATION:

DIPTHERIA		MEASLES		POLIO-1st ___ 2nd ___ 3rd ___ 4th ___	
SMALL POX		WHOOPING COUGH		Boosters	
TETANUS		OTHER:			
TYPHOID				Oral Polio-1st _____ 2nd _____	

	Reason	Date
OPERATIONS:		
HOSPITALIZATION:		

TUBERCULIN TEST: Date _____ Result _____

CHEST X-RAY (ONLY if TB test is positive) Date _____ Result _____

HEIGHT _____ WEIGHT _____
EYES _____ GLASSES _____
EARS (OTOSCOPIC) _____
LYMPH NODES _____
THYROID _____
NOSE _____
TEETH _____
HEART _____
LUNGS _____
HERNIA _____
MENSTRUATION _____
BLOOD PRESSURE _____ PULSE _____
ALLERGIES:
Drug _____ Food _____ Other _____

ORTHOPEDIC: POSTURE _____
STRUCTURAL _____
FEET _____
COORDINATION _____
SKIN _____
NERVOUS SYSTEM _____
NERVOUS BREAKDOWN _____
SPEECH _____
NUTRITION _____
OTHER _____
GENERAL CONDITION _____
EEG(?) _____
SEIZURES _____

Is patient on any medication? _____ Specify _____ Dosage _____
Any reason for limited physical activities? _____

Please use reverse side for additional comments and pertinent information.

_____
Signature of Physician

_____
Address
Phone No. _____

8/80

APPENDIX N

LESLEY COLLEGE

THRESHOLD

This is just a short note to let you know that your application has arrived at the Threshold office. When the rest of the required admission material is received, you will hear from us again.

In the meantime, if you have any questions or concerns, please do not hesitate to call.

Sincerely,

Arlyn Roffman, Ph.D.
Director
THRESHOLD

-xxx-

APPENDIX O

APPLICATION CHECK LIST Name _____

Item	Date Received
1. Application Form	
2. Letter of Recommendation (1)	
Letter of Recommendation (2)	
Letter of Recommendation (3)	
3. Medical Form(s)	
4. Psychological Form(s)	
5. High School Records	
6. Application Fee	

LESLEY COLLEGE

THRESHOLD

March 24, 1982

Since many of your completed application materials have already arrived at the Threshold office, we would be happy to arrange an interview time with you in the near future. Please phone at your earliest convenience so that we can arrange such a meeting.

We are still waiting for one recommendation and the necessary medical information. I am enclosing a medical form to be filled out by the doctor of your choice.

Sincerely,

Janet Senzer
Program Assistant
THRESHOLD

Enc.

29 Everett Street Cambridge, MA 02238 (617) 868-9600

LESLEY COLLEGE

THRESHOLD

We would like to confirm that the date of your interview for admission to the THRESHOLD program is _____ _____. Please check in with the receptionist on the first floor of the Compass Building, listed as #30 on the enclosed map. That building is located at 14 Wendell Street.

We look forward to seeing you then.

Sincerely,

Arlyn Roffman, Ph.D.
Director
THRESHOLD

Enc.

-xxxiii-

29 Everett Street Cambridge, MA 02238 (617) 868-9600

APPENDIX Q

INTERVIEW FORMAT

I. Student is seen individually for approximately one hour. Typically, questions pursue details in the following areas:

A. Present involvement in study or work

1. If in school -
   - How do you like the school you're in now? Why?
   - What are your best/favorite subjects?
   - Are there any subjects that you find especially difficult?
   - Are you involved in any extracurricula activities? Which ones?
   - Do you have many friends in school? Tell me about one. Do you spend time with them outside of school too?
2. If in workworld -
   - Do you like your job?
   - What are your duties at work?
   - Have you been able to make friends there? Tell me about one. Do you spend time with them outside of work too?

B. Leisure time pursuits
   - What do you do in your free time?
   - Are you involved in sports? clubs? hobbies?
   - Do you spend much time with friends? Doing what?
   - How much T.V. do you typically watch on a week-day? on a weekend?

C. Independence
   - Are you responsible for any special chores around the house?
   - Do you enjoy shopping? Do you buy your own clothes? Do you have any trouble with money - counting change, etc?
   - Do you drive? Use public transportation?

D. General
   - Can you tell me what you think are your strengths and weaknesses coming into this program?
   - Why are you interested in Threshold?
   - Do you have any questions you'd like to ask about the program? (A full description of the program schedule and expectations is then outlined for the student).

(continued)

E. Informal diagnostic exercises - Student is asked to:
   1. Read a child's storybook -
      - Reading ability is noted (word attack, expressiveness, vocabulary, comprehension, interpretation of pictures)
   2. Teach a card game that might be appropriate for young children
      - Manual dexterity is observed in shuffling, dealing and playing.
      - Clarity of explanation and sequencing of directions are noted.
   3. Raise own right hand - indicate which is interviewer's right hand (interviewer is facing applicant).
   4. List five ways a person could move between two points at far ends of the interview office.

F. Student is then asked to wait in another office while parents are interviewed. Student completes a short form (see Appendix S) which is included in his or her admissions file.

II. Parents are seen for ½ - 1 hour. Typically, questions pursue details in the following areas:

A. General
   - Do you have any questions about Threshold? (A full description of the program and expectations are then outlined for the parents.)
   - Is there anything further we should know about your son/daughter as an applicant to this program?
   - Are there any physical constraints we might want to attend to?

B. Independence (review of Parent Questionnaire - see Appendix R)

C. Social Skills
   - How do you think your son or daughter would blend in with the rest of the group in the program? Any special concerns?
   - How does he/she deal with stress (as this program is quite demanding)?

D. Further discussion re: special concerns, including
   - residential arrangements
   - financial aid
   - college calendar
   - special arrangements e.g. individual therapy
   - timeline for decision-making on applicant's admission (generally within 4 weeks)

III. Brief wrap-up with applicant and parents together

APPENDIX R

THRESHOLD

To the Applicant's Parent(s): Please answer the following questions to the best of your ability.

1. Please comment on your son or daughter's independent living skills Check each item once under Section A and once under Section B.

	A			B		
	With no help	With some help	Not at all	Does this often	Does this some-times	Never does this
Is she/he able to: food shop						
clothes shop						
dine out						
count change						
deal with a weekly bud-get						
drive a car						
use public transporta-tion						
follow a recipe						
cook a snack						
plan and cook a meal						

2. Please comment on his or her relationships with others.

History of peer relations(close friendships with peers in past? now?)_____

_____

_____

History of family relations (relationship with parents and siblings in past now?)_____

_____

_____

History of relationship with authority figures (teachers, supervisors, etc.)._____

_____

_____

3. How does she/he use his or her leisure time?

Approximate percentage of leisure time spent alone_____ with peers_____ with adults_____.

How does she/he use his or her time alone? (e.g. watching T.V.; engaging in hobbies; listening to music; exercising; doing nothing)_____

_____

Please describe his or her hobbies and/or interests._____

_____

_____

She actively pursues these interests: very frequently_____ occasionally_____ rarely_____

Does he or she read for pleasure?_____. If so, what kinds of materials does he or she enjoy?_____

_____

4. What goals do you have for your son or daughter in this program?

_____

_____

_____

5. Would you be interested in either of the following supplementary services for parents?

	Very	Somewhat	Not at All
A series of lectures on the learning disabled adult (e.g. estate planning)			
A support group for parents			

APPENDIX S

THRESHOLD

To the Student: Please answer the questions below.

Name:_____

Address:_____

_____

Phone Number:_____

Date of Birth:_____

1. What schools have you gone to?

_____

_____

_____

What were your favorite subjects?_____

_____

What subjects didn't you like as well?_____

_____

2. Have you ever worked for money?_____

Where?_____

What did you do?_____

_____

How did you feel about working?_____

_____

_____

What was the best part about having a job?_____

_____

_____

What was the worst part of having a job?_____

_____

_____

3. Can you manage money alone? Please check below:

	Yes	No, I may need help in this area
Can you make change?		
Can you keep a checking account?		
Can you budget a weekly allowance or pay check?		

4. What do you do in your free time?

Do you spend most of your time alone or with friends?_____

What are your hobbies and interests?_____

_____

What games do you enjoy?_____

How many T.V. programs do you usually watch each day?_____

Do you read for fun?_____. What have you read in the past month or so?_____

_____

5. Please check how you think you do in each of the areas below:

	I can do this on my own	I can do this on my own if someone helps me	I cannot do this on my own
Shop for my clothes			
Shop for food			
Eat at a restaurant			
Drive a car			
Use buses and subways			
Cook a snack			
Cook a meal			

6. Have you ever lived away from your parents?_____ If so, where?_____

How did you feel about it?_____

_____

7. What do you want to be doing 5 years from now?_____

_____

_____

8. Why do you want to be a student in THRESHOLD?_____

_____

_____

_____

_____

-xxxx-

LESLEY COLLEGE

THRESHOLD

TO: Carmella Featherstone, Director, Graduate Admissions

FROM: Arlyn Roffman, Director, Threshold

DATE:

RE: Recommendation of Acceptance to Threshold

We would like to recommend acceptance of _____ _____ to the Threshold program.

Enclosed you will find a signed copy of the candidate's application check list.

_____

Enc.

29 Everett Street Cambridge, MA 02238 (617) 868-9600

LESLEY COLLEGE

The Graduate School

April 29, 1982

Dear

We are pleased to tell you that you have been accepted as a part-time student into the THRESHOLD program at Lesley College.* Please send a $160 deposit by May 20, 1982 to reserve your place in the program. This deposit will count toward your tuition for the 1982-83 school year. Send this check, along with the enclosed form telling us that you will be joining us in the fall, to:

Lesley College
Graduate Admissions Office
29 Everett Street
Cambridge, MA 02238

You will receive more information about the program at a later date from Dr. Roffman, the Director of THRESHOLD. In the meantime, if you have any questions, feel free to call her.

We wish to welcome you to Lesley College for this two-year program and wish you success during your stay here.

Sincerely,

Carmella Featherstone
Director of Admissions
Lesley College Graduate School

CF:das
Enc.

cc: Dr. Arlyn Roffman

* The THRESHOLD program is sponsored by Lesley College Graduate School.

29 Everett Street Cambridge, MA 02238 (617) 868-9600

MAY 1 0 1982

APPENDIX V

Please return this form with your deposit to:

Lesley College Graduate School
Admissions Office
29 Everett Street
Cambridge, MA 02238

I, _____, will be joining the Threshold
(print your name above)
program beginning September 1982. I am enclosing a deposit of $160 to reserve my place in the program.

Signature _____

Address _____

_____

Date _____

Soc. Sec. # _____

APPENDIX W

THRESHOLD

LESLEY COLLEGE

TO: Angela March, Director, Financial A

FROM: Janet Senzer, Program Assistant, Threshold

DATE: April 15, 1982

RE: Request for Financial Aid from Threshold Applicant

==========

Kenneth Hoffman, an applicant to the Threshold program, has requested information about, and an application for, financial aid. Material should be sent to:

Kenneth Hoffman
9 Hill Road
Bedford MA 01730

Thanks!

29 Everett Street Cambridge, MA 02238 (617) 868-9600